

NECAP Extended Response Scoring Guides

Writing Rubric – Extended Response: Narrative (5th grade only)

6
<ul style="list-style-type: none"> • story line is organized in an engaging, effective way • has a problem and solution • chooses language effectively to create relevant and descriptive details • develops characters • uses a variety of sentence structures purposefully • consistent application of the rules of grade-level grammar, usage, and mechanics
5
<ul style="list-style-type: none"> • contains a clear, understandable story line with a beginning, middle, and end • has a problem and a solution • uses language to create relevant and descriptive details • identifies characters • uses a variety of correct sentence structures • consistent application of the rules of grade-level grammar, usage, and mechanics
4
<ul style="list-style-type: none"> • contains an understandable story line with a beginning, middle, and end • has a problem and solution • uses language adequately to create relevant details • identifies characters • uses correct sentence structures • may show inconsistent control of grade-level grammar, usage, and mechanics
3
<ul style="list-style-type: none"> • story topic is clear • has a beginning, middle, and end • uses some relevant details • identifies characters • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics
2
<ul style="list-style-type: none"> • attempts story line • may lack effective beginning, or end abruptly • uses few relevant details • names characters • lacks sentence control • errors in grammar, usage, and mechanics are distracting
1
<ul style="list-style-type: none"> • story topic may not be clear • incoherent or underdeveloped story line • uses little or no relevant details • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout

Writing Rubric – Extended Response: Informational (Report) Writing

6
<ul style="list-style-type: none"> • purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • intentionally organized for effect • fully developed details, rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
5
<ul style="list-style-type: none"> • purpose is clear; focus/controlling idea is maintained throughout • well- organized and coherent throughout • details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
4
<ul style="list-style-type: none"> • purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics
3
<ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics
2
<ul style="list-style-type: none"> • attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence • generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting
1
<ul style="list-style-type: none"> • lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout

Writing Rubric – Extended Response: Response to Literary or Informational Text

6
<ul style="list-style-type: none"> • purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
5
<ul style="list-style-type: none"> • purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout • details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
4
<ul style="list-style-type: none"> • purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics
3
<ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics
2
<ul style="list-style-type: none"> • attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence • generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting
1
<ul style="list-style-type: none"> • lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout

Writing Rubric – Extended Response: Persuasive (8th grade only)

6
<ul style="list-style-type: none"> purpose/position is clear throughout; strong focus/position; OR strongly stated purpose/opinion focuses the writing intentionally organized for effect fully developed arguments and reasons; rich, insightful elaboration supports purpose/opinion distinctive voice, tone, and style effectively support position consistent application of the rules of grade-level grammar, usage, and mechanics
5
<ul style="list-style-type: none"> purpose/ position is clear; stated focus/opinion maintained consistently throughout well-organized and coherent throughout arguments/reasons are relevant and support purpose/opinion; arguments/reasons are sufficiently elaborated strong command of sentence structure; uses language to support position consistent application of the rules of grade-level grammar, usage and mechanics
4
<ul style="list-style-type: none"> purpose/ position and focus are evident, but may not be maintained generally well organized and coherent arguments are appropriate and mostly support purpose/opinion well-constructed sentences; uses language well may show inconsistent control of grade-level grammar, usage, and mechanics
3
<ul style="list-style-type: none"> writing has a general purpose/position some sense of organization; may have lapses in coherence some relevant details support purpose arguments are thinly developed generally correct sentence structure; uses language adequately may contain some serious errors in grammar, usage, and mechanics
2
<ul style="list-style-type: none"> attempted or vague purpose /position little evidence of organization; lapses in coherence generalizes or lists details/reasons lacks sentence control; uses language poorly errors in grammar, usage, and mechanics are distracting
1
<ul style="list-style-type: none"> purpose/ position may be undeveloped or unclear incoherent or underdeveloped organization random information rudimentary or deficient use of language serious and persistent errors in grammar, usage, and mechanics throughout